

Worker Training and Assistance Program (WTAP) Managerial/Supervisory Component Lesson Plan

Time: 6 Hours

Workshop Objective:

This workshop will prepare participants to:

1. Explain the background and purpose of the Worker Training and Assistance Program
2. Describe the components of the DOL Model WTAP
3. Outline the roles and responsibilities of key players
4. Describe the supervisor's roles and responsibilities in the program
5. Prepare a performance plan for the WTAP participants
6. Implement the Individual Development Plan Process
7. Describe internal and external support services and resources

Resources Needed:

Materials

Handouts:

- Case Studies
- Case Study Worksheets
- DOL's Worker Training and Assistance Program Overview
- How to Construct an Individual Development Plan
- Supervisor's Worksite Orientation Checklist

References

- DOL/ETA Resource Guide, *Tapping a New Workforce*
- OPM's Paper on the Federal Government's Worker Trainee Program
- Information on DC Child Care Benefits
- Matrix on Transition Assistance for W2W Clients

Equipment

- Overhead projector and transparencies
- Flip chart
- Marker

I. Welcome and Introductions (30 min.):

A. Presenter(s)

Introduce yourself, giving details about your current position and any experience that relates to this orientation. Welcome the participants to the orientation.

B. Participants

Ask participants to introduce themselves, stating their name, Agency/office and what issues or questions about the program they want answered during this orientation. Record the issues/questions on flip chart.

II. Workshop Objectives (10 min.):

A. *Display workshop purpose and objectives on flipchart or overhead.*

B. *Review the workshop objectives and relate to the issues/questions expressed by the participants.*

III. Purpose and Background of the Worker Training and Assistance Program (30 min):

A. *Display Transparency #1. Discuss the purpose and background of the WTAP covering the following points:*

1. Purpose

The Worker Training and Assistance Program is a developmental program aimed at entry-level clerical and support personnel at levels GS-1, 2 and 3. It is designed to provide individuals an opportunity to develop not only marketable skills, but also good work habits that are needed to succeed anywhere in the world of work.

2. Background

The Program was established in response to President Clinton's March 8, 1997, memo to Agency Heads on Government Employment for Welfare Recipients. It directed the Federal government, which is the Country's largest employer, to provide employment opportunities for potential workers who are currently on the welfare rolls.

This is a nationwide effort to move welfare recipients into jobs that will lead to self-sufficiency and economic independence. We at DOL are especially supportive of this initiative given our responsibilities for training and retraining disadvantaged, dislocated, and unemployed Americans and to provide them with job skills necessary for today and for the future.

B. *Display Transparencies #2 and 3 as appropriate. Refer to the DOL Resource Guide, pages 2-8. Briefly describe the target population--the welfare recipient:*

- TANF recipients (Temporary Assistance for Needy Families); formerly AFDC (Assistance to Families with Dependent Children)
- TANF includes “work first” provision
- Over 4 million receive cash benefits
- Not a homogeneous group.
- There are common misperceptions and myths
- According to a National Urban Institute Study
 - 90% are single mothers
 - Most 20-30 years of age
 - Evenly distributed among ethnic groups
 - Academic levels cover the full gamut
 - Most have only one child
 - Majority have some work experience
 - Average time on welfare varies greatly

C. *Display Transparency #4. Explain that the Department of Labor has a dual role in this effort:*

1. First, as the agency responsible for overseeing the nation’s workforce development programs, DOL is in the position to provide leadership, guidance and assistance in carrying out this important initiative:

To assist agencies with their recruitment efforts, we have published a one-stop Resource Guide as a tool for Federal human resource personnel. The Guide, provides Federal agencies with a comprehensive desk reference for identifying the welfare population, conducting recruitment, making selections, conducting training and developing retention strategies.

The Guide entitled “*Tapping a New Workforce: From Welfare to Work in the Federal Government*,” was developed by the Employment and Training and Administration and contains a prototype training program developed by the Office of the Assistant Secretary for Administration and Management’s (OASAM) Human Resource Center. The entire guide is published on the Internet; the address is <http://www.doleta.gov/ohrw2w>. We are also exploring partnerships with several agencies to provide training and assistance.

2. Secondly, and most importantly, we are committed to filling approximately 50 positions in support of this initiative. The positions are predominately clerical in nature. Twenty-three (23) are located in the National Office and 27 are located in our field offices. Our goal is to provide these employees with workplace training, job skill development and continuing education and support services that will result in well trained individuals who can perform their assignments successfully and remain employed with the Department of Labor.

IV. Overview of the DOL Model Worker Training and Assistance Program (30 min)

- A. *Describe the profile of the DOL targeted new hires.*
- TANF recipients from the three (3) jurisdictions; e.g., DC,MD,VA
 - Mirror the national TANF population
 - Varying levels of job search and skills training provided by the 3 jurisdictions.
- B. *Display Transparency # 5. Refer to the WTAP Overview Paper and the OPM paper on the Federal Government's Worker Training and Assistance Program to discuss the purpose and general provisions of the program. Stress the following:*
- As stated earlier, the WTAP is designed to provide individuals an opportunity to develop not only marketable skills, but also good work habits that are needed to succeed anywhere in the world of work.
 - Will offer employment opportunities for 22 to 23 entry-level clerical employees: two GS-2 Office Automation Clerks and the remainder GS-1 Clerks.
 - To the extent possible, all employees will EOD on the same day, comprise a class, and participate in a 4-6 week training program to include orientation and other training and development activities.
 - Most appointed under the Worker Trainee Appointing Authority which provides for:
 - Three years of formal and on-the-job training
 - Eligibility for Step increases and promotions up to GS-3
 - Eligibility for conversion to career appointments after 3 years if satisfactory performance, no break in service, meet qualifications
 - Eligibility for FERS, FEGLI, FEHB and Annual/Sick Leave
 - If at the end of 3 year period, the organization cannot convert these employees due budgetary constraints or downsizing efforts, terminations are subject to reduction-in-force procedures.
 - Employees hired at GS-2 or 3 are appointed under different authorities (check with Personnel Office).
 - Worker Trainees and employees under new appointments are subject to a 1 year probationary period.
 - After 1 year, as with all new appointments, performance or conduct based problems are subject to CFR Part 432 (Performance Based ...Removal Actions) or CFR Part 732 (Adverse Actions) procedures, as appropriate.

C. Roles and Responsibilities

1. Display Transparency #6. Explain that the supervisor is a member of a team of DOL staff who come together to form a partnership with, and in support of, the participant in an effort to ensure that s/he is successfully acclimated into the DOL/Agency environment.

2. Briefly discuss the roles of the DOL team. If available, introduce team members to the group:

- DOL WTAP Manager
- Agency WTAP Manager
- Mentor
- Job Coach
- Supervisor
- Career Counselor
- The Worker Trainee

3. Indicate that the new worker also has an external support team that will be discussed later.

D. Display Transparency #7. Explain that the training segment of the WTAP model program has two components:

1. The Worker Training Component
 - training and development for the participant and
2. The Managerial/Supervisory Component
 - which will familiarize supervisors with WTAP and outline roles

V. The Worker Training Component (30 mins):

A. Handout the New Worker Orientation and Training Schedule. Stress the following:

- Worker Training Component is a mandatory 4-6 week developmental program.
- Curriculum is designed to orient participants to DOL, assess participant skills and interests and develop workplace skills and provide transition assistance to the world of work..
- It familiarizes participants with key players and support mechanisms.
- Employees will meet supervisors during the orientation and will report for part-time work in the third and fourth weeks.

- B. Transparency # 8. Briefly discuss the elements of the Worker Training Component and relate to training schedule.
1. Orientation - one-week introduction course
 2. Workplace Skills - workshops
 3. Technical Training - to be provided within the Agency
 4. OJT - beginning in the second/third week
 5. Continuous Development - work and life management skills training
 6. Transitional Skills - change from welfare to the world of work
 7. Mentoring - for the duration of the 3-year program

VI. Supervisory Roles and Responsibilities

- A. *Reiterate that DOL's goal is to retain these employees.*
- B. *Discuss the importance of the supervisor's role in this effort:*
- Supervisor is key to participant's success
 - Cannot overstate how critical the supervisor is to the individual and the program.
 - Although many of the new employees may have some work experience, they may have limited or no office or clerical skills.
 - Many may be dealing with personal, social and financial barriers that supervisors and managers must be sensitive to if they are to help these employees successfully transition into the work place.
- C. *Briefly explain why people quit their jobs within the first 90 days.*
1. Studies by the National Welfare to Work Institute indicate that people leave their jobs within the first 90 days due to the following:
 - Job mismatch
 - Dissatisfaction with supervisor
 - Working conditions and hours of work
 - Not enough money
 - Non-job related personal problems
 2. The same research shows that the more welcome and comfortable new hires are made during the first couple of weeks, the less likely they are to quit.
 3. It is imperative that supervisors demonstrate their support by carrying out certain responsibilities within the first 30-90 days of the Worker Trainee's employment.

D. Exercise # 1. Brainstorming session (10 minutes)

1. *Ask supervisors to identify some of the things they must do within the first 30-90 days to contribute to the success of the participant.*
2. *Capture on flipchart. Possible answers may include:*
 - Orient the employee to the worksite.
 - Communicate expectations
 - Establish performance elements and standards
 - Identify the participant's skill needs
 - Prepare an IDP for the participant
 - Assign a Job Coach
 - Provide continuous feedback/informal and formal
3. *Summarize and include any responsibilities not identified.*

E. *Explain that the supervisor is responsible for human resource management.*

1. Part of such a responsibility includes the implementation of the performance management process.
2. Because it is so important that these employees know what to expect, we will focus on two tools that are critical in helping employees know what to expect: the employee's performance plan and the individual development plan

VII. Developing the Performance Plan (1-1/2 hour):

A. Overview of the Performance Appraisal Process

1. *Provide an overview of the performance appraisal process stressing the following:*
 - The connection between the performance appraisal system to the DOL mission.
 - Each DOL agency develops annual plans (or performance agreements) describing how it will address its mission.
 - Within the DOL Agency, each level of organization adopts a piece of the overall Agency plan.
 - Finally, each employee within a work unit is responsible for performing the duties that support the plan.
 - At each level (organizational or individual) the plan describes what accomplishments are expected and how performance of organizations and the employees in them are all subject to appraisal.
2. Exercise # 2 Brainstorming Session: The Performance Appraisal System.

- a. *Ask supervisors to brainstorm some uses of the performance appraisal system.*
 - b. *Capture on flipchart. Answers should include:*
 - Documents individual work plans and objectives
 - Informs employee about what work results are expected
 - Holds employee accountable for the accomplishment of goals and objectives
 - Monitors and evaluates work accomplished
 - Identifies employee training and development needs
 - Adjusts basic pay and determines awards, promotions, and retention
- B. *Display Transparency # 9. Explain that the performance appraisal system is carried out in two ways:*
1. Through the annual, formal performance appraisal cycle and
 2. Through the ongoing, informal process.
- C. *Briefly outline the 5 steps in the performance appraisal process.*
1. Communicate expectations: the performance plan
 - Job elements: what the employee needs to do
 - Performance standards: how well the employee needs to do it.
 2. Monitor performance and provide timely feedback
 - Document employee's performance
 - Identify problems early on
 - Identify successful performance
 - Conduct periodic progress reviews, every 4-6 weeks initially.
 3. Support Employee Development
 - Identify development needs
 - Provide coaching and counseling
 - Provide on-the-job training
 4. Conduct the Annual Performance Appraisal
 - Rate on each element
 - Derive the summary rating
 - Conduct the appraisal discussion
 5. Recognize and Reward Performance
 - Use formal and/or informal awards appropriately
- D. Creating a Performance Plan.

1. *Explain that the performance plan is the foundation upon which all other phases of the process are built.*
 --It is the first step in helping an employee succeed.
 --It is the vehicle supervisors should use to clarify expectations.
 --It is important for supervisors to develop this document early on.
2. *Explain that the goal today is to develop a draft Performance Plan for the new hires that could be further refined when you get back to your office.*

E. *Describe the components of the performance plan*

1. Job element. Description of **what the employee needs to do**, divided into categories of work, each related to a task or responsibility.
2. Performance standard. Description of **how well the employee need to perform** to be successful.

F. *Describe the steps involved in writing job elements.*

1. Gather information about the employee's job from the position description and your knowledge of the work to be assigned to the employee, that is, what work need to be done and how the work will it be performed (methods and procedures).
2. List each job task in a short, direct statement, using active verbs and objects, such as the following tasks related to office mail:

 -Opens mail
 -Distributes mail to appropriate staff
 -Selects mail items to handle personally.
3. Cluster tasks into job elements. For instance the tasks listed above can be grouped into a single element.

G. Exercise # 3. *Ask supervisors to prepare a list of job tasks for their new workers. Ask each supervisor to report out a task. Capture on a flipchart until tasks reported becomes redundant. Ask supervisors to include any tasks that they did not think of on their individual lists.*

H. Exercise # 4. *Ask supervisors to review their final list of tasks, eliminate those that don't seem relevant or important and, then, determine which can be grouped into related categories or*

clusters. Then rewrite tasks into job elements.

--Tasks may be grouped by kind of action (e.g., records management, activity scheduling) or similar outputs or products (e.g., reports, information services to the public).

--The tasks listed in F2. above can be grouped into a single element called **Manages office mail**.

I. *Hand out the Criteria for Adequate Job Elements. Tell supervisors that to determine whether the job elements are adequate, ask whether the job elements:*

- contribute to office objectives?
- reflect the duties and responsibilities of the position and the work assigned to the employee?
- identify job-related behaviors, tasks, or outcomes?
- occur often enough and seem important enough to make it worth appraising?
- stand on its own, clearly different from other elements?
- fall within the employee's control?

J. Identify critical elements. Every performance plan must have at least one **critical element**, which is a work assignment or responsibility of such importance that unacceptable performance on the element would result in a determination that an employee's overall performance is unacceptable.

1. *Display Transparency #10. Explain that a job element is critical, if it meets the following four criteria: IT*

- is a major part of the job.
- requires a significant amount of the employee's time on the job.
- contributes in a significant way to the work of the office?
- would result in serious consequences, including removal or demotion, if not performed acceptably?

2. Exercise 5. *Ask supervisors to review the job elements they just created and designate which elements are critical.*

3. *Summarize by asking one or two supervisors to reveal to the group a job element he/she has designated as critical and explain why.*

K. Writing performance standards. *Provide an overview on writing performance standards:*

-- Identifying appropriate measures of success. Performance standards define what **results** you expect from the work on each job element. They may include, but are not limited to, the following measures of success:

-Quality refers to how well a task is performed or how good, accurate, error-free the final product is expected to be.

-Quantity refers the amount of work produced within a specific period of time.

-Timeliness refers to when or how quickly a task must be completed by the employee, or the extent to which work must be accomplished within specific time frames.

-Manner of performance addresses performance related to how one reaches a goal or result, rather than reflecting the desired outcome.

--Writing a standard that is observable, measurable, and exceedable. Once the measures for each element has been decided upon, the next step is to write the performance standard.

-Standards should be written as clear statements of what will be realistically and regularly expected and how one would know it when it is observed.

-The standard should be clear enough to be fully and completely understandable to the employee who works under it.

-Performance standards must be written at the satisfactory or “Meets” level for each element.

L. *Display Transparencies 11 and 12. Explain that supervisors should follow the following guidelines for developing performance standards.*

- WRITE standards that tell the employee what acceptable performance is.
- WRITE standards at the satisfactory or “Meets” level.
- USE one or more measurements, such as quality, quantity, timeliness, or manner of performance.

Example: With few exceptions, weekly progress reports are submitted by cob on the first working day of the following week. These reports will be complete and accurate with no more than 5 typing errors.

- AVOID standards that cannot be exceeded.
- AVOID standards that describe unacceptable performance (“backwards” standards).
- AVOID loading up standards with percentages and absolute numbers that no one can track, that

is, when no one has a way of recording ALL instances when the employee does or does not perform the job element.

-MAKE sure that expectations are clear to the employee whether communicated to them verbally or in writing. While indicators should be written as specifically as possible, indicators do not have to be spelled out where they are not practical. For example, “within acceptable limits”, “a minimum of”, “with few exceptions”, are all fine, as long as both the supervisor and the employee discuss and understand what the expectations are. These phrases take into account fluctuations in workload, others’ priorities, or resource constraints.

M. Exercise # 6. *Ask supervisors to write performance standards for each element created in the previous exercise.*

1. Ask one or two supervisors to share a performance standard with the group.
2. Summarize.

VIII. The Individual Development Plan (1-1/2 hour):

A. *Reiterate that as mentioned earlier, the goal of the Worker Training and Assistance Program is to provide opportunities for our entry level workers to develop workplace skills necessary for effective job performance and mobility. The result will lead to the worker’s independence and self-sufficiency.*

B. Overview of the IDP

1. *Ask the participants what they think of when they hear the term “Individual Development Plan.” Distribute the manual, “How To Construct an Individual Development Plan.”*

Relate their answers to the bullet points on page 1 of the manual providing information regarding what an IDP IS and IS NOT. Highlight these points:

- IDP is a joint effort between the employee and his/her supervisor.
 - IDPs are useful tools to reach the goals of both the employees AND the organization.
 - Their employees may have already developed something similar to an IDP -- it may have been called an “Employment Development Plan.”
2. *Discuss relevance of an IDP in today’s work world, stressing these points:*
 - Employees need to take charge of their own careers and make sure their performance is acceptable.
 - To stay marketable in the long-term, you must maintain skills that will be in demand with organizational goals.
 3. *Discuss the goals of the IDP by reviewing page 2 of the manual, stressing that:*
 - An IDP can focus on both current position AND on future goals. The **first** priority is to

perform successfully on your current job.

4. *Generate discussion on:*

-How individual goals can support organizational goals (use organizational mission statement, strategic planning documents, etc. if available).

-How setting individual goals for employees can enhance their current job performance

C. IDP Elements

1. *Discuss the elements of an IDP on page 2 of the manual and relate them to the goals.*

2. *Discuss the roles of the Employee, the Supervisor, and the Career Assistance Counselor in developing an IDP by reviewing page 3 of the manual.*

3. *Discuss important points to remember when preparing an IDP.*

-Review page 4 of the manual.

4. *Discuss questions that the employee can consider when beginning to draft the IDP.*

-Review page 5 of manual. Supplement with “real-life” examples, if any.

5. *Discuss commonly asked questions about IDPs.*

-Review page 6 of manual.

D. Steps in the IDP Process

1. *Briefly discuss the five steps in the IDP process.*

-Review pages 7 and 8 of the manual.

E. Types of Training and Developmental Activities

1. *Discuss sources of formal and informal training.*

-Review page 9 and 10 of manual.

2. *Give examples of how actual employees have used these services in the past. Refer participants to Counselors for information on training opportunities.*

F. Review the Sample IDP

1. *Display overheads.*
 - Stress variety of activities included.
 - Stress importance of on-the-job activities to supplement/reinforce any formal training that takes place.
2. *As a review, ask participants how their employees' developmental goals can be identified.*
 - From position description.
 - Discussions with manager on organizational/office goals.
 - Discussions with manager on strengths and developmental needs.
 - A self-assessment

G. Case Study Exercise

1. *Give instructions for exercise*
 - Handout **Case Studies** and **Case Study Worksheet**
 - Participants break into four groups and choose a spokesperson.
 - Each group discusses **one** case study.
 - For their assigned case, each group should use the **Case Studies Worksheet** to:
 - define several of the employee's developmental goals;
 - describe how these developmental goals meet the agency needs ;
 - list a variety of training solutions and assignments that are appropriate to the case;
 - Report-out.

Presenter: *Possible solutions to case studies include:*

Case 1

Developmental Goals: To be more assertive in communication; to practice communicating with others so it feels more comfortable.

Meets Agency's Needs: **Presenter:** *tailor this section to your agency's mission, goals, etc.*

Training/Developmental Assignments:

Take class on assertiveness; take class on communication skills; obtain work assignment to participate in meetings; obtain work assignment to gather information from other employees on a particular topic.

Case 2

Developmental Goals: Improve oral communication skills; improve understanding of team member responsibilities; obtain experience and skills in office automation.

Meets Agency's Needs: ***Presenter:*** tailor this section to your agency's mission, goals, etc.

Training/Developmental Assignments:

Take classes in oral communication; review videos on team building; join a task force or professional organization; take classes in office automation; get work assignments involving office automation projects.

Case 3

Developmental Goals: Even though there are no jobs available now, prepare for possible positions in the office when they do open up; learn new skills; obtain training or experience in accounting to see if she likes it.

Meets Agency's Needs: ***Presenter:*** tailor this section to your agency's mission, goals, etc.

Training/Developmental Assignments:

Assist someone else in the office so she can prepare for that type of position, when it opens up; propose and put in place new ways to do the work she's been doing; take a class in accounting; "shadow" someone in an accounting office to see if she likes the work.

2. *Facilitate a discussion with participants as they reconvene and share solutions.*

H. Begin Drafting an IDP

1. *Presenter distributes blank IDP forms and asks participants to begin drafting an IDP for their employee(s).* Instruct participants to use the information they know about the requirements and duties of the position, any information they have on the employee's background, and information from this workshop.
2. *Presenter provides individual assistance to participants as needed.* Additional presenters may be useful for individual assistance at this point in the workshop.

I. Questions and Answers

1. *Ask the group the following questions and encourage discussion:*
 - What problems do you foresee with assisting your employees with their IDP?
 - What else do you need to be able to provide guidance and assistance?
2. *Point out that the Counselors are available at any time to assist both the employee and supervisor in completing the IDP.*
3. *Encourage follow-up.*

IX. Support Services and Resources

Explain that both external and internal support services and resources are needed and available to help employees acquire self sufficiency.

A. External Support

1. *Briefly discuss the role and responsibilities of the External team. Indicate that least three persons comprise the team:*
 - Eligibility Worker - determines eligibility for AFDC/TANF and other assistance such as food stamps, medicaid, child care, housing grants/subsidies
 - Case Manager - monitors client progress, referral to support services, identifies training needs, transportation subsidies (if any)
 - Job Developer - job readiness workshops, job matching, job placement, advocate for client and employer
2. *Distribute the matrix on Transition Public Assistance for Hired Welfare Clients. Explain the supplemental services/subsidies that are provided by State Departments of Health and Human Services covering the three jurisdictions within the Washington Metro Area.*

B. Additional Internal/DOL Support (15 min.)

1. *DOL's Work-Life Program. Presentation by a Work-Life Center representative covering:*
 - Work-life Clearinghouse
 - Leave Bank/Leave Transfer Programs
 - Benefits Counseling
 - Employee Express
 - Training/Brown Bag Sessions
 - Elder Care/Child Care Referral Services
 - Earned Income Credit
 - LaborNet

2. EAP (Employee Assistance Program): Presentation from an EAP Representative covering:
 - Role of the EAP
 - Counseling Services
3. Transit Subsidies (as appropriate)
 - Effective in June
 - Washington Metro Area Only
 - Eligible for \$50 per month

X. Questions and Answers/Wrap Up

**WTAP
MANAGERIAL SUPERVISORY COMPONENT
INDIVIDUAL DEVELOPMENT PLAN**

CASE STUDIES

Case 1

Your employee has had 2 positions in the past 5 years as a clerk. She is dedicated, hard working and dependable. She's very good at spotting errors on the forms she must process, but has a hard time letting other employees know when they have made mistakes. She reports that she feels uncomfortable correcting others who are at a higher level than she is.

Case 2

Your employee has been in the clerk position for six months. He has worked hard and has been reliable. His goal is to move into a more responsible position. You believe he needs to develop oral communication skills and become more of a team-player, but you also want to encourage his interest in the office automation field.

Case 3

Your employee has been in the clerk position for several weeks. You have noted her outstanding secretarial skills and that she finishes her work quickly. You would like to help her move up, although there is no opening for which she would be eligible at this time. She reports having always had an interest in accounting, but she's never taken any classes in it.

**WTAP
MANAGERIAL SUPERVISORY COMPONENT
INDIVIDUAL DEVELOPMENT PLAN**

CASE STUDY WORKSHEET

Directions: Please discuss your assigned case with each group member and have one group member record your responses to the following items on this handout.

Define several developmental goals for this employee.

Example: To obtain formal training in interpersonal skills.

1. _____
2. _____
3. _____

Describe how these developmental goals meet the agency's mission and goals.

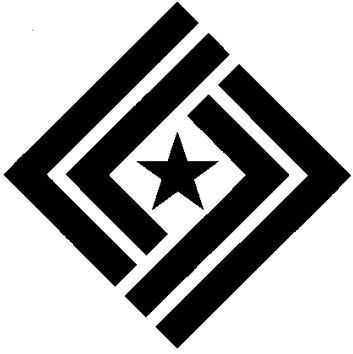
Example: Relates to the agency's need to provide excellent customer service.

1. _____
2. _____
3. _____

List a variety of training solutions and developmental assignments that are appropriate to the case.

Example: Take a course on customer service through USDA.

1. _____
2. _____
3. _____



OVERVIEW

Department of Labor

**Worker Training
Assistance
Program**



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**DEPARTMENT OF LABOR
WORKER TRAINING AND ASSISTANCE PROGRAM**

PURPOSE:

The Department of Labor's Worker Training and Assistance Program is a comprehensive and continuous developmental program which is designed to offer meaningful employment opportunities to former welfare recipients or individuals who are experiencing employment transition. Participants selected for this program will be afforded training and work experience that will enable them to be successful in government employment.

Participants enter-on-duty on the same day (class size will determine single or multiple EOD date) and stay together for 4-6 weeks of training and development. The training experience consists of an initial six-week developmental program, on-the-job training, and course offerings which address critical workplace skills such as time management and working in teams. Each participant will be assessed to determine their individual development needs which will be incorporated into their individual development plans. The participant will also receive technical training that is unique to the type of occupation or organizational component.

OBJECTIVES:

The objectives of the Department of Labor's Worker Training and Assistance Program are:

- ❖ To implement a training and development program which will provide participants with the desired workplace skills for today's clerical occupations
- ❖ To provide participants an opportunity to assess their skills and interest, and to provide participants with the tools to manage their personal growth and development.
- ❖ To foster an environment which enables participants to realize their growth and potential.

PROGRAM PROVISIONS

- ◆ Participants selected for the Worker Training and Assistance Program (WTAP) are hired as Worker Trainees, GS-1 or lower grade clerical positions at GS-2 or 3.
- ◆ If appointed as a Worker Trainee, please refer to the Federal Government Worker Trainee guidance (attachment 1)
- ◆ WTAP positions are developmental jobs that require specific types of training and developmental experience that lead to target positions at higher grade levels; up to GS-3.
- ◆ Participants will receive comprehensive training and development which is designed to provide an orientation to the world of work, exposure to workplace skills and disciplines and knowledge of the transitional skills needed in the workplace.
- ◆ The Department of Labor has committed a full complement of support services through the Worklife Center, Employee Assistance Program (EAP) and the Career Assistance Center. The combined efforts of these staffs will assist participants in making the adjustments during their transition to workplace.
- ◆ Participants will have an extension of the support network through the involvement of the Supervisors, Job Coaches, Mentors, Career Counselors and WTAP Program Manager.

ROLES AND RESPONSIBILITIES

DOL WTAP MANAGER

- Manage and coordinate DOL Worker Training and Assistance Program activities.
- Maintain relations with appropriate State Employment Service providers for the purpose of keeping apprised of issues that may impact participants.
- Participate in the design, delivery and evaluation of all scheduled training and developmental activities for the WTAP Program.
- Serve as the Department's central point of contact for all aspects (internal and external) of the WTAP Program.
- Advise Agency-level WTAP Managers, supervisors and participants about their roles and responsibilities as well as the WTAP Program guidelines and components.
- Maintain on-going communication with participants, supervisors and Agency officials.
- Monitor and evaluate all participants' activities.
- Conduct annual program evaluation with input from participants, supervisors and mentors. Prepare reports for DOL management, Office of Personnel Management and other external customers.

WTAP SUPERVISOR

- Provide support to the participants in all phases of the WTAP Program.
- Coordinate with Job Coach to assist the participant in the daily task assignments.
- Conduct needs assessment with the participant to identify any unique developmental requirements. Assist participant in finalizing an Individual Development Plan (IDP).
- Identify meaningful work assignments. Ensure that participants are engaged in continuous progressive work assignments that assist in developing desired competencies.

DOL Worker Training and Assistance Program

- Communicate expectations clearly. Establish open-lines of communications.
- Provide frequent feedback. Complete the mid-year and end-of-year review of the participant's progress.

AGENCY WTAP PROGRAM MANAGER

- Conduct Agency Orientation. Provide participants with an overview of the Agency's mission and responsibilities, familiarize them with key Agency officials and conduct tour of work site.
- Serve as the agency's liaison for the WTAP Program. Communicates Departmental requirements to agency management officials.
- In conjunction with the WTAP Supervisor and Agency Training Officer, coordinates the participant's training and developmental activities.
- Maintain on-going communications with participants, supervisors and agency officials, OASAM/HRC and appropriate State employment representatives.
- Monitor and evaluate all participant activities throughout the duration of the program.

AGENCY ADMINISTRATIVE OFFICERS

- Assist the Agency Head by planning for and implementing the WTAP in the Agency and by ensuring that program requirements are met.
- Canvass organizations to identify WTAP positions
- Designate a staff member to serve as the Agency's WTAP Manager.
- Identify Job Coaches and Mentors
- Ensure that managers and supervisors at all levels are visibly aware and committed to the objectives of the WTAP Program.

AGENCY TRAINING OFFICER

- Counsel and assist participants in the selection of training and developmental activities. Identify in-house agency training that will assist participants in developing desired competencies.
 - Participate in the development of the participant's individual development plan.
 - Provide advice to WTAP Supervisors on various training activities and resources that may help in meeting developmental goals.
 - Monitor and evaluate all participant activities throughout the program year.
-

ASSISTANT SECRETARY FOR ADMINISTRATION AND MANAGEMENT has the overall responsibility for the administration of the WTAP; including the following:

■ **HUMAN RESOURCE CENTER**

- Establish policy for overall program coordination, monitoring and evaluation.
- Provide technical assistance to managers and supervisors in identifying WTAP positions.
- Conduct centralized recruitment activities; including targeted outreach activities with organizations and interest groups which may yield a pool of diverse applicants.
- Apply merit selection procedures to identify and select candidates into the program.
- Maintain records and provide assistance with the completion of the program evaluation.

■ **TRAINING AND DEVELOPMENT CENTER**

- Participate in the design and delivery of training and developmental activities for the WTAP Program.
- Arrange and identify instructors, consultants, guest speakers for WTAP activities.
- Provide technical assistance to the Department's WTAP Manager.

■ **CAREER ASSISTANCE CENTER**

DOL Worker Training and Assistance Program

- Design and deliver training activities to assist participants in conducting assessments of skills and interest, developing individual development plans and evaluating personal growth and development
 - Conduct mentoring training for WTAP mentors and participants.
 - Advise Agency WTAP Managers, coordinator, supervisors, and participants on the services of the Career Assistance Center.
-

PROGRAM COMPONENTS

WTAP participants in the Nation Office will enrolled in a four - six week training program designed to assist them in making a successful transition to the work environment. The WTAP training consist of the following:

- **ORIENTATION** - One-week introductory course which addresses the mission and responsibility of the Department of Labor, WTAP program requirements and benefits, skills assessment and individual development planning, support dividends, e.g., Earned Income Tax Credit (EITC), child care services, transit subsidy and work ethics.
- **WORKPLACE SKILLS** - Participants will attend workshops that will enable them to acquire the critical competencies for successful performance in the workplace. Training will address office skills, time management, communications, working in teams and computer literacy.
- **TECHNICAL TRAINING** - Occupational specific training which is unique to the job.
- **ON-THE-JOB TRAINING** - Worker-trainees will receive a variety of meaningful work experiences to assist them in becoming dependable, productive employees and team members. Beginning in the second/third week participants time will be divided between the work site and training.

- **CONTINUOUS DEVELOPMENT** - Participants will be encouraged to participate in continuous learning activities that will improve their workplace competencies, life management skills and successful job retention.
- **TRANSITIONAL SKILLS** - This training is designed to assist worker-trainees in developing the skills needed manage the transition from welfare to the world of work. Participants will receive training in image building and building self-esteem, balancing home and work, managing change and stress, and financial planning.

The training module is designed to provide the participants with a comprehensive approach to the development of desired skills for transitioning to government employment. Since persons selected in the WTAP come from varied backgrounds and different competency levels, the training module is constructed to permit participants who have desired to skills to select training based on their unique developmental needs.

The training will also be provided for managers and supervisors who are responsible for overseeing and/or training WTAP employees. This component is designed to familiarize supervisors with the Department's goals and objectives for the WTAP and their roles and responsibilities for providing participants with meaningful work experience. Supervisors will also become aware of the support services that will assist them in managing their employees..

MANAGERIAL COMPONENT

- Managers and supervisors will participate in an orientation program which will familiarize them with the department's worker-trainee program, roles and responsibilities, individual development planning, mentoring and assignment of job coaches. Supervisors will receive information on employee support services (i.e., worklife programs, employee assistance programs and health services).

TRAINING DELIVERY AND METHODS

- **CLASSROOM TRAINING** -The Department of Labor will offer a variety of training courses through its education and training delivery system located in the national office and within the regional components. The department's current course offerings such as time management, working effectively in teams, conflict management and computer literacy will assist in fulfilling the needs of the program participants.
- **ON-THE-JOB TRAINING** - Participants will receive experiential development through carefully selected tasks which are assigned based on the level of difficulty and the participant competency level . Rotational assignments will be used to acquaint the participant with a variety of work processes, while also enabling the supervisor to assess the employee's strengths and difficulties.
- **PARTNERING FRANCHISED SERVICES** - The training delivery for DOL employees located in the regional structure and out stationed locations is achieved through partnering franchised services. DOL agencies, along with other federal agencies can share the training resources in these regional locations to meet the developmental needs of the WTAP program.

Training delivery for the WTAP can be franchised, along with the career transition training that is currently offered in the regional locations. Critical workplace and transitional skills, along with basic DOL orientation guidance will be offered based on the needs of participants.

- **EXTERNAL SOURCES**
 - Linkages will be maintained with local state delivery systems (i.e. JTPA, welfare agencies, etc) to take advantage of training resources that are available to supplement the needs of program participants.
 - Training offered through other federal agencies (i.e., USDA, GSA, etc.)will be utilized to address workplace, transitional or technical skills that are not available in the Department of Labor.
 - Colleges and universities

SUPPORT SERVICES

■ **NEW HIRE**

CAREER COUNSELING - Participants will have access to a full array of career counseling services provided through the department's career assistance center. During their first week of employment, individuals will participate in assessment exercises which will assist in determining their skills and interest and provide input for the participant's individual development plan. Career counselors will be available to conduct individual counseling as needed.

MENTORING - Mentors will be assigned to assist participants in transitioning to the world of work. Their overall responsibility is to provide advice, counseling and feedback during the training experience of program participants. Mentors will serve as role model and resource person for keeping the participant's focus aligned with program objectives.

JOB COACHES - Participants are assigned job coaches who will be responsible for facilitating the daily activities of the participants. The job coach will monitor the participants work and be available to provide feedback on progress. Routine questions about the assignment can be addressed first, by the job coach and elevated to the supervisor for further clarification, if necessary. Job coaches, like mentors will serve as role models and resource persons throughout the participant's development.

EMPLOYEE ASSISTANCE PROGRAM (EAP) - Individuals will have access to services of the employee assistance providers in order to assist them in making a successful transition to the world of work. These services are available throughout the developmental experience.

■ **MANAGERS AND SUPERVISORS**

EMPLOYEE ASSISTANCE PROGRAM (EAP) - Managers and supervisors will participate in an orientation program which will familiarize them with services available through the EAP. This information will assist supervisors in dealing with issues requiring EAP referral services.

CAREER RESOURCE CENTER - Provide support in developing participant's individual development plans, mentoring program and individual counseling.

WORKER TRAINING AND ASSISTANT PROGRAM TRAINING COMPONENT

NEW HIRE - TRAINING COMPONENT

ORIENTATION

Workshop: EOD Processing
Length: 2 hours

Objective: Participants will be officially processed as Departmental employees and become indoctrinated to the Department's environment and federal forms and procedures.

Narrative: Participants will learn of the Department's mission, organizational and physical structure. They will complete a variety of forms, take the oath of office, be fingerprinted, receive their personal identification badges and take a tour of the building.

Workshop: New Employment Orientation (Departmental)

Length: 2 hours

Objective: To provide participants with an overview of the mission and history; understand the various acronyms used for DOL agencies; to become familiar with various programs and services (i.e., Worklife Center, Career Assistance Center; LaborNet, Annual Awards Ceremony)

Narrative: Participants will be introduced to various aspects of the Department of Labor; become reasonably familiar with the major agency functions and

responsibilities; receive an overview of the types of employee-friendly programs that are available for their use.

Workshop: **Agency Orientation** (facilitated by agency/organizational subcomponent staff member)

Length: 2 hours

Objective: To provide overview of the major function of the agency; introduce key management officials and conduct tour of the work site..

Narrative: Participants will learn of the Agency's mission, organizational and physical structure and become familiar with work site environment; including introductions to supervisor and co-workers.

Workshop: **Workplace Skills and Career Development**

Length: 4 hours

Objective: Participants will be able to identify to: 1) skills needed in today's work world 2) Identify the tools available to assess workplace skills and 3) utilize various resources to assist them in assessing values, interests and personality characteristics and their relation to career satisfaction.

Narrative: This workshop is designed to familiarize participants with the desired skills to today's workplace and to review the steps of the career development process. This workshop is an introduction to the How to Conduct an Individual Development Plan Workshop which is conducted later in the training.

Workshop: **IDP Development**

Length: 3 hours

Objective: Participants will be able to identify the components of an effective IDP; understand the role of the Employee, the Supervisor and the Career Counselor in the IDP process; and practice identifying developmental goals, training solutions and developmental assignments.

Narrative: Participants will discuss the IDP and its meaning and use, review sample IDPs and case studies, and prepare participants to begin writing their own IDP. A workbook will be provided, consisting of information on important points to remember when preparing an IDP, questions to consider when setting goals, commonly asked questions about IDPs.

Workshop: Benefits and Services in DOL

Length: 1 hour

Objective: Participants will be introduced to the benefits and services provided as a result of their Federal employment at the Department of Labor. An individual interview with the employee's Benefits Officer will be scheduled during the first two weeks of employment to provide the employee opportunity to ask personal questions relating to their individual circumstances and to make benefits' elections.

Narrative: Participants will be provided summary information on the following programs: (1) Federal Employees Health Benefits Program, (2) Federal Employees' Group Life Insurance Program, (3) Thrift Savings Plan, FERS and Social Security, (4) leave, including the FEFFLA, FMLA, and National Office Leave Bank and Leave Transfer Programs. The resources available through the Worklife Center, EAP and Health Unit will also be described, including but not limited to the Earned Income Credit and child care and elder care referrals.

WORKPLACE SKILLS (BASICS)

Workshop: Introduction to Workplace Skills

Length: 1 hour

Objective: After this session, participants will be able to: 1) Identify skills that will help them develop good performance and appropriate behavior in today's workplace; 2) assess their strengths and weaknesses in each skill group; and 3) take action to improve their workplace skills.

Narrative: This course is designed to inform participants of the various skill groups identified as essential for job achievement and success.

Workshop: Office Skills

Length: 5 half-days

Objective: To provide participants with an introduction to fundamental skills, knowledge and personal characteristics that will enable them to be proficient in their job performance.

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Narrative: Participants will be introduced to training modules that will prepare them to transition to an office environment. Training will address customer service, time and attendance, telephone techniques, office essentials, proofreading and time management.

Workshop: **Time Management**

Length: 3 hours

Objective: Participants will be able to diagram their use of time in order to plan their work and personal time more efficiently.

Narrative: Participants will work through exercises on “Take Control of Your Time” and filling out a weekly calendar. Topics covered will include “Time Wasters” and “Thirty Time-Saving Tips.” The out come will be an ideal time usage pie chart and a self-commitment to developing new time management behavior.

Workshop: **Communication and Conflict Management**

Length: 5 half-days

Objective: Participants will be able to: 1) describe an effective communication process; 2) understand their own communication style; 3) learn the importance of active listening and practice the skill; and 4) define passive, aggressive, and assertive behavior.

Narrative: Workshop will begin with participant’s self-assessment of their own communication skills. A model for effective communication including non-verbal communication will be presented. Emphasis will be given to the importance of active listening and active listening practice. Several

exercises on individual communication styles will follow including passive, aggressive, and assertive behavior. Program will conclude with using communication skills for problem solving.

Workshop: **Working in Teams**

Length: 3 hours

Objectives: *Define teams v. groups
 *Explain the benefits of teams
 *Identify the characteristics of each stage of team development
 *Develop operating principles and ground rules for their teams
 *Explain types of decision-making and use decision-making tools
 *Identify task and process actions in teamwork
 *Explain shared responsibility
 *Implement meeting roles and responsibilities
 *Measure team performance
 *Solve common team problems

Narrative: This course is designed to help participants understand the importance of teamwork and how teams develop, as well as give them the opportunity to practice tools and techniques to facilitate team decision-making, process evaluation, and good meeting management.

Workshop: **Computer Literacy**

Length: 6 - 9 hours

Objective: Participants will receive basic computer literacy skills through computer-based training programs and classroom instruction.

Narrative: Self-Directed Programs - As a component to the Computer Literacy Training Module, computers and specific programs to include *Mavis Beacon Teaches Typing*, *Teach Yourself Freelance Graphics*, *Teach Yourself Lotus 1-2-3*, *Teach Yourself WordPerfect 6.1*, and other tutorials will be available to participants weekdays from 8:30 a.m. to 4:30 p.m..

OASAM Computer Training Program (See Attachment) - OASAM and client agencies' participants will attend basic course offerings through OASAM's Information Technology Center (ITC). Due to the different computer systems within the agencies, all non-OASAM participants will attend computer training sponsored by their host agency.

TRANSITION SKILLS

Workshop: **Image Building/Building Self-Esteem**

Length: 2-3 hours

Objectives: This workshop will prepare participants to identify the components of a powerful self-image, assess current “image” strengths and areas of possible improvement, set image building goals, apply techniques to develop greater self-esteem.

Narrative: This workshop presents qualities of a healthy self-image, such as building self-confidence, developing job skills, being motivated to achieve success and demonstrating responsibility. The importance of non-verbal behavior, outward appearance and building relationships will be discussed. A motivational video “The Power to Change” will be included as part of the session.

Workshop: **Balancing Work and Family**

Length: 2 hours

Objective: Participants will be able to recognize the importance of managing work and family demands; set realistic work and family goals; develop an individualize work/family management plan; manage situations where work and family goals conflict with each other

Narrative: This package was developed for the U.S. Department of Labor (DOL) by one of the contractors, Zeider, Inc., which provides employee assistance program (EAP) services to DOL employees.

Workshop: **Managing Change and Stress**

Length: 2 hours

Objective: Participants will be able to: 1) identify the various effects change may have on their lives; 2) identify new ways of coping with new changes; 3) recognize the symptoms of stress; develop ways to reduce stress and 4) create a stress reduction plan.

Narrative: Participants will understand the impact of change and develop an understanding of how to identify ways of coping with change and accompanying stress. Participants will construct a plan to deal with stress in a healthier manner.

Workshop: **Workplace Principles**

Length: 1.5 hours

Objectives: After this session, participants will be able to: 1) describe workplace principles, 2) define why these principles are essential tools for workplace success; 3) analyze the relationship between these principles and managerial expectations and 4) use appropriate methods to personally achieve these principles.

Narrative: This course is designed to assist participants in understanding the significance of demonstrating and maintaining workplace principles and the impact they have on establishing a positive on-the-job track record.

Workshop: **Health Prevention**

Length: 3 hours

Objective: To provide each participant with a measurement of their current health status, and education intended to help the participant eliminate health risks and adopt a lifestyle designed to prevent disease and disability.

Narrative: This module will be conducted by a health professional from the U.S. Public Health Service (PHS) using the “Personal Wellness Profile” (PWP), or health risk appraisal (HRA) instrument, offered to Federal employees through PHS health units. (The cost of this module is \$45.00 per participant, plus instructor time. Agencies already participating in PHS health units may be able to cover the cost for participants in their contribution to the cost of the health unit.

Workshop: **HIV/AIDS at Work**

Length: 1.5 hours

Objective: To provide each participant with education on HIV/AIDS and information on related workplace policies.

Narrative: This module was developed under contract for the Department of Health and Human Services, in response to President Clinton’s 1993 initiative to educate all Federal employees on these issues. The module will be conducted by a health professional (e.g. , an R.N. or a Wellness/Fitness Consultant from PHS) and an

DOL Worker Training and Assistance Program

personnelist, knowledgeable in related workplace policies. A well-prepared participant manual is included.

Workshop: **Drug-free Workplace**

Length: 1 hour

Objective: Participants will be presented an overview of the Department's Drug-Free Workplace Program which includes the key components of the Employee Assistance Program and the Drug Testing Program..

Narrative: Participants will become knowledgeable of the Federal laws prohibiting drugs in the workplace. Employees will become aware of the assistance that is available to individuals who may experience substance abuse problems.

Workshop: **Computer Security**

Length: 1 hour

Objective: To inform participants about their responsibility in computer security and to familiarize them aspects of the DOL technical environment and the various tools associated with computers.

Narrative: Participants will be aware of the importance of computer security, along with an understanding of their personal responsibility.

Workshop: **Workplace Safety and Health**

Length: 1 hour

Objective: Participants will be acquainted with DOL policies on safety in the workplace, health and workers' compensation, including the Employee Assistance Program and Fitness/Wellness Programs. Employees will become familiar with their rights and responsibilities for observing safety in the workplace, along with management's responsibilities.

Narrative: Upon completion of the workshop participants will be able to: 1) identify the elements of DOL's Safety/Health and Workers' Compensation Program, 2) identify where, when, and how to get help from the Health Unit and Employee Assistance Program (EAP) and what services they offer to employees, 3) Outline

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management's responsibility for maintaining safe workplaces and his/her responsibility for working safely, 4) Take appropriate steps following a work-related accident, injury, or illness, and 5) Get technical assistance and have questions answered regarding safety/health or workers' compensation issues.

Workshop: **Performance Management**

Length: 1 hour

Objective: Participants will be introduced to the principles of performance management; receive an understanding of the roles and responsibilities of the supervisor and employee in the performance management process; obtain an understanding of performance standards.

Narrative: Participants will know the relationship between performance standards and the expectation of the supervisor.

Workshop: **Mentoring (Participant and Mentor)**

Length: 3 hours

Objective: Participants will be prepared to describe the definition of mentoring and to understand how mentoring relationships differ from those of other workplace relationships. Participants will be able to identify desirable mentor and mentee characteristics and the risks and rewards of mentoring

Narrative: This workshop introduces participants to their roles as "mentor" and "mentee" and what they can expect from each other. The workshops are held concurrently. These workshops are followed by a one-hour workshop "Meet Your Mentor", where mentors and mentees come together to meet each other.

Managerial Component

Workshop: **SUPERVISORY ORIENTATION**

Length: 6 hours

DOL Worker Training and Assistance Program

Objectives: To familiarize WTAP supervisors with the purpose, goals and components of the Worker Training and Assistance Program and to understand and fulfill their roles and responsibilities in the program.

Narrative: This workshop will prepare participants to: 1) understand the background and purpose of the worker trainee program, 2) describe the components of the DOL Model Program. 3) understand and their roles and responsibilities in the program, 4) identify and use the tools and resources available to fulfill to carry out their roles, 5) prepare performance standards for the WTAP participant, and 6) understand and apply the IDP Process

U.S. Department of Labor

**“How to Construct an
Individual Development Plan”**

Managerial Manual

PREPARING AN IDP

An IDP is:

- A document used to indicate training and developmental needs and to identify possible training solutions.
- An *action plan* which focuses on immediate and short-term goals that are in line with the longer-term goals of the employee and the organization.
- A joint effort between the employee and the manager. IDP preparation involves feedback and discussions about developmental needs, goals, and plans.
- A tool to identify and plan for training and experience which develop the knowledge, skills, and abilities necessary to meet the goals of the employee and the organization.

An IDP is not:

- A long-range development plan. Long-range goals drive shorter-term objectives, but the IDP is an action plan which focuses on the present position and short-range goals.
- A performance appraisal. The IDP does not replace a performance appraisal (strengths and weaknesses are being considered, but the employee is not being rated).
- A Performance Improvement Plan (PIP). Supervisors use PIPs to give underperforming employees who have been rated at less than fully successful on a critical element the opportunity to improve their performance. IDPs do not directly address performance *problems* or the corrective actions taken for those problems.
- A contract between employee and supervisor. The IDP is not a guarantee for payment of training.
- A way to clarify or revise a position description. The personnel office and the supervisor need to review this issue, if necessary.
- A promise for promotion upon completion of training objectives. The IDP does not guarantee advancement, but does increase the employee's ability to compete for future jobs as he or she develops skills.
- A method of resolving disputes between the manager and the employee.

Goals of the IDP

- ▶ Learn new skills to improve current job performance.
- ▶ Maximize current performance which will help the organization meets its goals.
- ▶ Increase interest, satisfaction, and challenge in current position.
- ▶ Obtain knowledge, skills, and abilities necessary to reach career goals that are in line with organizational goals.

The IDP Should Include the Following:

- ▶ Clearly defined developmental goals;
- ▶ The knowledge, skills, and abilities that must be developed in order to achieve these goals;
- ▶ Specific assignments, training courses, projects, and other developmental activities; and
- ▶ Proposed completion dates or time frames for the activities listed.

ROLE OF THE EMPLOYEE, THE SUPERVISOR, AND THE CAREER ASSISTANCE COUNSELOR

Role of the Employee:

- ▶ Assess the knowledge, skills and abilities he/she needs to develop to perform the job.
- ▶ Find potential learning opportunities that will help the employee meet the job's requirements.
- ▶ Discuss the IDP with the supervisor.
- ▶ Work with a career counselor for help in the drafting of the IDP and to prepare for a discussion with the supervisor.
- ▶ Once the employee has reached a competency level in his/her current job, he/she should begin to develop objectives for higher level work.

Role of Supervisor:

- ▶ Identify the knowledge, skills and abilities the employee will need to do the job.
- ▶ Initiate the IDP process.
- ▶ Offer constructive feedback about developmental strengths and weaknesses.
- ▶ Act as a coach regarding possible developmental activities to achieve the objectives and goals defined in the IDP.
- ▶ Define reasonable limits given organizational requirements and priorities, objectives, and needs of other employees.

Role of the Career Counselor:

- ▶ Assist the employee in identifying strengths and areas needing improvement.
- ▶ Advise the supervisor and/or the employee in the IDP process.
- ▶ Assist both the supervisor and the employee with researching appropriate training and development opportunities.
- ▶ Guide the employee in drafting the IDP .
- ▶ Assist the employee in setting career goals once competency on the current job has been reached.

IMPORTANT POINTS TO REMEMBER
WHEN PREPARING AN IDP

- ▶ The employee's goals should be realistic.
- ▶ A career counselor can provide excellent assistance in the preparation of an IDP. The counselor can help the employee identify knowledge, skills and abilities needed to reach goals, as well as developmental activities to develop those knowledge, skills, and abilities.
- ▶ Training goals should be consistent with, and supportive of organizational goals.
- ▶ The IDP is not a binding document. When the supervisor signs the IDP, it is simply an indication of his or her support for the employee's training and development. The employee may not always be able to take advantage of training because of budgetary or workload constraints.

QUESTIONS EMPLOYEES CAN CONSIDER
WHEN BEGINNING TO DRAFT AN IDP

- a) What knowledge, skills, and abilities will be necessary to do your work?

- b) Keeping in mind your self-assessment and the requirements of your position, what knowledge, skills, and abilities *do you need to develop*?

- c) What kinds of training/experiences would help you develop the knowledge, skills, and abilities?

- d) Once you've developed competency in your current job, you can start to think about your longer-term career goals. What are your long-term career goals?

- e) Are these goals realistic?

- f) What knowledge, skills, and abilities will you need to develop to reach those goals?

- g) What kinds of training/experiences would help you develop the knowledge, skills, and abilities?

COMMONLY ASKED QUESTIONS ABOUT IDPs

1. Q: How is the IDP drafted?

A: The IDP is drafted by the employee and the supervisor and, if desired, the career counselor. The IDP should specify in detail the developmental goals and technical skills needed for the present job and/or future positions and helping the employee identify appropriate training and/or developmental activities.

2. Q: Who signs the IDP?

A: The supervisor, employee, and counselor sign and date the IDP. It is then forwarded to the training officer for review and signature.

3. Q: How is the IDP implemented?

A: The IDP is implemented when the employee initiates and completes the activities listed. The employee may need to complete form 101 and submit it to the supervisor to arrange for formal training. The employee should indicate on the IDP when other developmental goals are met. The IDP should be reviewed regularly by both the supervisor and employee to ensure targeted dates are being met.

4. Q: Once the IDP is developed, can I change it?

A: Absolutely. Unexpected situations can make some planned training impossible, and new job demands can require additional training.

STEPS IN THE IDP PROCESS

STEP 1: ASSESSMENT

- A. The *supervisor initiates the IDP process* by evaluating the skills needed for the current job and the employee's background, noting areas of strength and areas possibly needing improvement.
- B. The *employee reviews* his/her prior job experience, training and education and compares his/her current skills to those needed for the job. These "skill gaps" form the basis of the employee's developmental objectives.
- C. The *supervisor and employee develop a recommended plan of action* by researching training and developmental activities needed to reach the employee's objectives. A career counselor can assist in identifying training resources and in deciding on the most appropriate course of action.
- D. Once steps A through C are completed, the employee can repeat the process to identify objectives for future assignments.

OUTCOME: Working drafts of an IDP which include developmental needs and possible training or developmental solutions.

STEP 2: EMPLOYEE/SUPERVISOR MEETING

- A. The *supervisor arranges a meeting with the employee*. In this meeting, both the supervisor and employee discuss the employee's needs in the context of his or her job requirements. A career counselor is available to help either the employee or the supervisor prepare for the meeting.
- B. The *supervisor coaches the employee* with appropriate information regarding challenging assignments, career paths within the organization, the unit's "mission" from the supervisor's perspective, and a reasonable time frame in which to accomplish the objectives set forth in the draft.

OUTCOME: To reach a mutual commitment between the supervisor and the employee regarding the IDP plan.

STEP 3: EMPLOYEE COMPLETES FINAL IDP PLAN FOR SIGNATURES

-
- A. The *employee makes corrections or additions and prepares the final IDP* for the supervisor's approval. If the final copy is acceptable to the supervisor, the supervisor signs the IDP form indicating support of the plan. Then, the employee submits the final IDP plan to the career counselor for signature.

OUTCOME: To establish a written career development plan.

STEP 4: IDP IMPLEMENTATION

- A. The employee begins training and working on developmental assignments. If necessary, the employee completes the appropriate training forms and submits them to the training officer for review and approval. The employee informs the supervisor of any problems he or she is having with following through.

OUTCOME: To follow through on an IDP commitment.

STEP 5: FOLLOW-UP AND REVIEW

- A. The employee should meet with his or her supervisor every six months to determine if the IDP is meeting the developmental needs of the employee and the organization.

OUTCOME: To systematically continue and support a career development plan for the employee.

TYPES OF TRAINING AND DEVELOPMENTAL ACTIVITIES

Sources of Informal Training

On-the-Job Training (OJT)

A planned process where an employee is given progressive and developmental work assignments in an effort to achieve specific learning objectives. The supervisor planning OJT should make the learning objectives as specific as possible and clearly map out the method by which the training should take place (for example, who will do the teaching, what skills and information will be taught, in what order will the information be presented).

Details or Rotational Assignments

A temporary assignment to another work area to fill a manpower shortage, help meet a production deadline, teach or learn a new skill, or gain experience in another job.

Self-study

Independent reading, research, or training courses. Sources for self-study training include the Career Assistance Center, Resource Exchange, the Internet, and local public libraries.

Special Projects

Usually short-term work assignments given to an employee in addition to his or her regular duties. Examples of special projects can include researching articles, conducting a special investigation, writing a book review or report, leading meetings, creating and installing a new system, orienting new employees to their work place, planning an off-site meeting, and joining an ad hoc committee.

Attendance at Conferences and Seminars

Activities that can help employees meet experts in their field, learn about new research, and obtain resource materials.

Membership in Professional or Networking Organizations

These include associations by industry or areas of expertise, such as the Society of Government Economists, Professional Managers Association, or other professional groups such as Federally Employed Women and Toastmasters.

Sources of Formal Training

DOL Internal

Provided by the Training and Development department in the Human Resources Center.

Government Interagency

Training provided by an interagency training activity, or by a Federal department, agency, or independent establishment other than the one in which a trainee is currently employed.

Non-government

Training developed and delivered by an independent organization or individual to meet the needs of a wide range of employees. These organizations can include independent consultants, professional associations, colleges or universities, or other commercial or industrial organizations.

Individual Development Plan Workshop

Case Studies

Case 1

You have had 2 positions in the past 5 years as a clerk. Your supervisors have reported that you are dedicated, hard working and dependable. You are good at spotting errors, but have a hard time letting your coworkers know when they make them. You usually try to say something, but you just can't seem to get the words to sound right.

Case 2

You have been in the clerk position for six months. You have worked hard and have been reliable. Your goal is to move into a more responsible position. Your supervisor believes you need to develop oral communication skills and become more of a team-player, but she also wants to encourage your interest in the office automation field.

Case 3

You have been in the clerk position for several weeks. Your supervisor has noted that you have outstanding secretarial skills and you finish your work quickly. Your supervisor would like to help you move up, although there is no opening for which you would be eligible at this time. You have always had an interest in accounting, but have never taken any classes in it.

CASE STUDY WORKSHEET

Directions: Please discuss your assigned case with each group member and have one group member record your responses to the following items on this handout.

Define several developmental goals for this employee.

Example: To obtain formal training in interpersonal skills.

1. _____
2. _____
3. _____

Describe how these developmental goals meet the agency's mission and goals.

Example: Relates to the agency's need to provide excellent customer service.

1. _____
2. _____
3. _____

List a variety of training solutions and developmental assignments that are appropriate to the case.

Example: Take a course on customer service through USDA.

1. _____
2. _____
3. _____

WTAP
SUPERVISOR'S WORKSITE ORIENTATION CHECKLIST

Please use this checklist to ensure that your WTAP participant is adequately introduced to your organization. This checklist should be completed within the first 30 days of the new employees appointment.

1. Introductions to Staff

- a. Introduce new employee to co-workers, briefly identifying each staff member's position/key responsibilities.
- b. Introduce employee to the other functional managers.

2. Organization's Mission/Structure

- a. Provide employee with a copy of the organizational chart.
- b. Briefly explain the mission, functions, and goals of the organization.
- c. Explain how the employee's job contributes to the accomplishment of the organization's mission/goal.

3. Tour of the Worksite/Building Facilities

- a. Conduct a tour of the immediate work area, citing location of office machines, mail boxes, supplies, etc.
- b. Conduct, or arrange for, a tour of the building, including the personnel office, health unit, credit union, cafeteria, etc. Some areas may have been visited during the orientation to DOL.

4. Work schedule/Flexitime

- a. Explain the following official periods: daily working hours; the work week; lunch hours/breaks.
- b. If applicable, explain your Flexitime Plan.

5. Office Procedures For Reporting Time and Attendance

- a. Arrange for office Timekeeper to provide instructions on how to complete time sheets.
- b. Explain the various categories of leave and the proper procedures for requesting each type of leave. Ensure that the employee knows who to call, including telephone number.
- c. Provide the new employee with copies of the “Application for Leave” (SF-71)

6. Position Description

- a. Provide the employee with a copy of his/her position description.
- b. Review and discuss the position description duties with the new employee.

7. Performance Management and Recognition

- a. Finalize and provide the employee with written performance elements and standards for the new employee within 30 days following entry on duty.
- b. Explain the formal process by which the employee’s performance will be evaluated (e.g., methods of informal/formal feedback), including the scale of summary ratings.
- c. Explain when formal performance appraisals will occur, and the roles of the immediate supervisor, the employee, the reviewing official, etc. in the appraisal process.
- d. Discuss the various types of employee recognition: performance awards, good job award, etc.)

8. Employee Training and Development

- a. Identify and discuss with the employee any developmental needs, and explain the specific type of short-term, and long-range training/development which employee will receive, and when this training will be scheduled (e.g., on-the-job training/coaching, classroom, etc.)
- b. Finalize an Individual Development Plan reflective of the employee’s development needs and schedule of training within 30 days of the employee’s appointment.
- c. Provide the employee with a copy of the DL 1-101, and explain how to complete this form. Also, provide employee with information on available training opportunities.

10. Safety and Health

Provide the employee with a briefing on applicable office safety and health practices.

WTAP Managerial/Supervisory Component

Worker Training and Assistance Program (WTAP)

Purpose

- **Welfare Recipients**
 - **Developmental Opportunities**
 - **Marketable Skills**
 - **Good Work Habits**
- **GS 1,2, and 3 Positions**

Background

- **President's Memo**
- **Welfare to Work**
- **Nationwide Effort**

WTAP Managerial/Supervisory Component

Profile of the Target Population

- **TANF Recipients**
- **“Work First” Provisions**
- **Not Homogeneous**
- **Common Misconceptions and Myths**

WTAP Managerial/Supervisory Component

National Urban Institute Study

- **90% single mothers**
- **20-30 years old**
- **Even among ethnic groups**
- **Full gamut of academic levels**
- **Majority some work experience**
- **Time on welfare varies greatly**

WTAP Managerial/Supervisory Component

DOL's Dual Role

- 1. Leadership guidance to other Federal Agencies**
 - **Resource Guide**
 - **Training Assistance**
- 2. Employer**
 - **50 Positions Nationwide (FY '97)**
 - **Training and Development**

WTAP Managerial/Supervisory Component

- **22-23 National Office Employees**
- **EOD Same Day**
- **4-6 Week Training Program**
 - **Orientation**
 - **Training and Developmental Activities**
- **Worker Trainee Authority**
 - **Three Year Program**
 - **Eligible for:**
 - **Step Increases**
 - **Promotions**
 - **Benefits**
 - **Conversion**
 - **One Year Probationary Period**

WTAP Managerial/Supervisory Component

Roles

- **DOL WTAP Manager**
- **Agency WTAP Manager**
- **Mentor**
- **Job Coach**
- **Supervisor**
- **Career Counselor**
- **Worker Trainee/New Hire**

WTAP Managerial/Supervisory Component

WTAP Model

Two Components

- 1. Worker Training**
- 2. Managerial/Supervisory**

WTAP Managerial/Supervisory Component

Worker Training Component

- **Orientation**
- **Workplace Skills**
- **Technical Training**
- **On-the-Job Training**
- **Continuous Development**
- **Transition Skills**

WTAP Managerial/Supervisory Component

Two Methods for Carrying Out the Performance Appraisal System

- 1. Annual, formal performance appraisal cycle**
- 2. Ongoing, informal feedback**

WTAP Managerial/Supervisory Component

Four Criteria for Critical Job Elements

For a job element to be critical, it must:

- **be a major part of the job**
- **require a significant amount of the employee's time on the job**
- **contribute in a significant way to the work of the office**
- **be so important to the job that serious consequences, including removal or demotion, would result if it is not performed acceptably**

WTAP Managerial/Supervisory Component

Guidelines for Developing Performance Standards

Do:

- **Write standards that tell the employee what acceptable performance is**
- **Write standards at the satisfactory or “meets” level**
- **Use one or more measurements, such as quality, quantity, timeliness, or manner of performance**

WTAP Managerial/Supervisory Component

Guidelines for Developing Performance Standards

Don't:

- **Write standards that describe unacceptable performance (“backwards” standards)**
- **Write standards that cannot be exceeded**
- **Load up standard with percentages or absolute numbers which may be impossible to track**